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ABSTRACT

This pamphlet presents an overview of the teaching of physical education in Danish elementary and secondary schools. Information is provided on: (1) the Danish school system; (2) instructional objectives for physical education at the elementary and secondary levels; (3) the training of physical education teachers (duration, teaching competencies and certification requirements); (4) the facilities and organization of school sports; (5) the role of physical education advisors; and (6) syllabus guidelines for physical education instruction in the schools. (JD)

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PHYSICAL EDUCATION AND SPORT IN THE DANISH SCHOOLS

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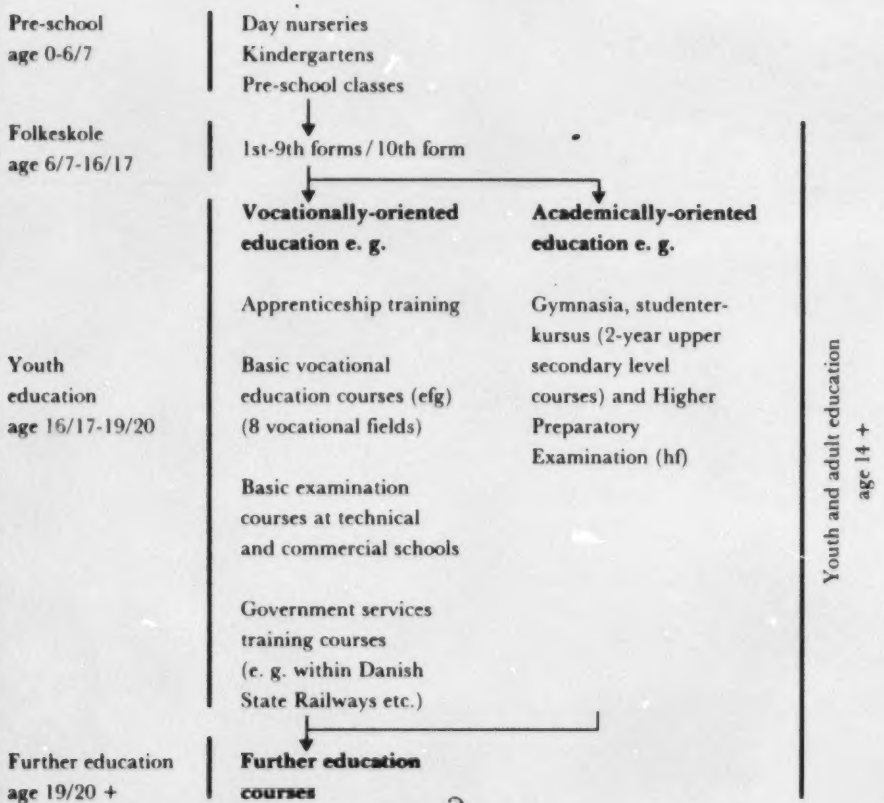
by Agnete Rif, adviser
in the Ministry of Education

SP 021 046

Educational provision in Denmark



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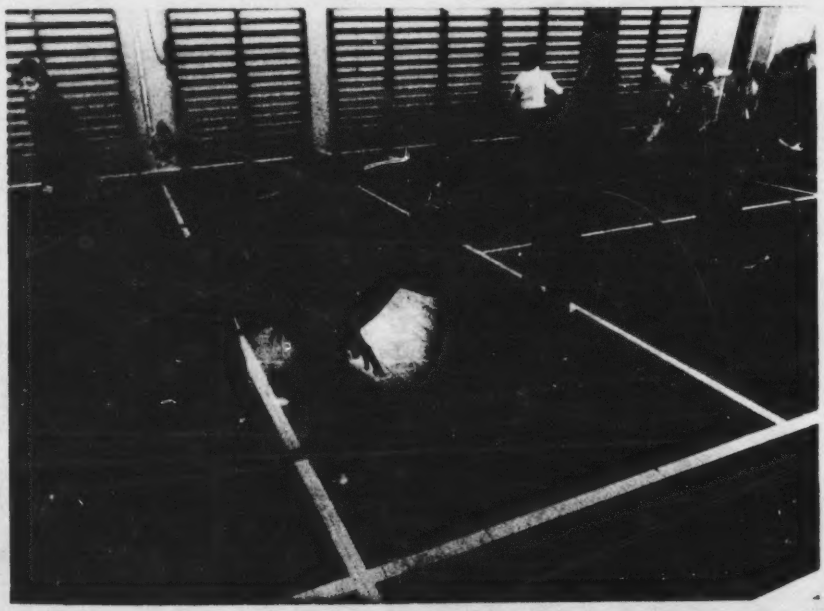


Physical Education and Sports in Danish Schools

The Danish School System

Education is compulsory for children in the age bracket 7 - 16 years.

The Danish Folkeskole (primary and lower secondary education) offers 9 years of general basic education covering the compulsory education age, with a supplementary optional 10th form and an optional pre-school class.

After the 9th or 10th forms, pupils can continue in the Gymnasium (a 3 years' upper secondary education school) or at the Higher Preparatory Examination course ('HF') lasting 2 years, both leading to a matriculation examination.

Physical education and sports are compulsory throughout all the forms. The number of lessons per week is decided by local authorities, but the guidelines issued by the Ministry of Education recommend the following distribution:

Primary and Lower Secondary School											Upper Secondary School		
Form	1	2	3	4	5	6	7	8	9	1o	1	2	3
Age	7	8	9	1o	11	12	13	14	15	16	16/17	17/18	18/19
Lessons per week	1	2	2	3	3	2	2	2	2	3	2	2	2

Objective of Instruction

According to the Ministry of Education Objectives Regulations of September 24, 1975, Regulation 3, the objective of instruction is to motivate pupils for physical activity and to promote their physical, mental and social development.

The Ministry of Education's Guidelines of February 5, 1976 to teachers of Physical Education in the Danish Folkeskole give a more detailed explanation of the very broad aim, mentioned above, and some essential points are:

The teaching of physical education must be in accordance with the aim of the school by building on an overall view of the child's development. Physical Education is a subject directly aimed at the bodily development of the child, but it must be strongly stressed that a separation of the physical and the mental development is neither possible nor desirable.

The teaching must therefore contribute to satisfying the pupil's needs for self-realisation and physical education and development.

The teaching should be prepared so as (1) to give the pupils a feeling of pleasure of well-being in physical activity, and (2) to motivate them to keep fit.

Hence, it is important that the pupils obtain good physical fitness, muscle endurance, muscle strength, suppleness and good neuromuscular coordination, so that their physical condition enables them to cope not only with normal physical demands in daily work, play and sports, but also to endure strains in unsual situations. The teaching should also include suitable work techniques, so that they learn appropriate activity and training methods and understand the damaging consequenses of inactivity.

The disciplines of the subject focusing on skills: track and field athletics, games, gymnastics, swimming, etc. should make the pupils face demands, the mastering of which may give them great satisfaction. Here, too, is the opportunity for them to evaluate their own abilities and limitations. It is therefore very important that the teaching takes into consideration, as far as possible, the condition of the individual through the greatest possible individualization.

Expressive activity appeals to the self-activity, imagination and creative skills of the pupils, so subjects of expression and experience like dance, eurhythmics and drama, allow pupils to experience movements as a means of communication and expression.

Physical education should be planned so that pupils learn an increasing number of disciplines in the subject during their schooling. Depending on the facilities available, a system of selection should be allowed in some disciplines, alongside the basic physical education.

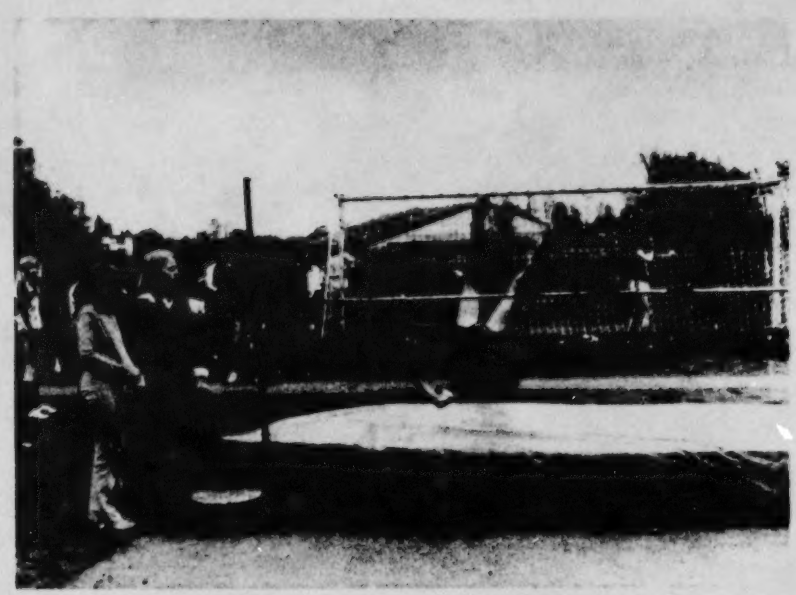
METHODS OF TEACHING.

When a teacher teaches a topic, he/she may, in principle, use two different methods of teaching - the instruction method and the experiment method.

The instruction method is used if an exercise is meant to be done in a certain way. It is used especially when teaching fundamental skills.

The experiment method is used when the pupils by free experimentation succeed in finding independent solutions to the proposed tasks. The method takes its starting point in the pupil and in the working process.

In the practical teaching, there will be no sharp distinction between the two methods as other intermediate methods of teaching exist. Furthermore, the methods might supplement each other partly during the individual lesson, partly during a longer course of teaching.



Physical Education in the Folkeskole

Physical education in primary and lower secondary schools can be divided into three different stages:

1) 1st-2nd form: the play stage
2) 3rd-7th form: the instruction stage
3) 8th-10th form: the specialization stage

No distinction is made in the instruction in physical education offered in the Danish schools between 'Physcial Education' and 'Sports'. Both are necessary to fulfill the aims and plans of teaching.

1. In the play stage, instruction should use as its starting point the natural movements of children, like running, jumping, climbing, rolling and throwing. These movements should be developed through playing ballgames, athletics, gymnastics, dance-drama, swimming, etc.

2. In the instruction stage, the methodology of the sports activities takes up more time in the instruction, without leaving the playable activities out of the picture.

   Each lesson must include some basic training, as well as training in techniques, and include one of the following disciplines: athletics, ballgames, expressive activities, gymnastics, orienteering, or swimming.

   In connection with these activities, pupils should be introduced to kinetics, work techniques, training routines and physiology and hygiene.

3. In the specialization stage, pupils are in general allowed to choose, as far as possible, the disciplines they want to engage in. The offers of disciplines are conditioned by the competence of the teacher, the sports facilities of the school, the number of pupils, the time of the year, etc.

Physical Education at the Upper Secondary Schools.

According to the Ministry of Education Executive Order No. 322 of June 16, 1971, on Curriculum Regulations for the Gymnasium as amended by the Ministry of Education Notice No 312 of June, 1981, the aims of the instruction of physical education at the upper secondary schools are as follows:

Objectives:

Students should develop good physical condition, strengthen their muscles and their neure-muscular co-ordination.

Instruction should motivate the students to maintain good physical condition, promote their pleasure in physical exercise, and stimulate them to continue their physical activities. It should also develop their sense of cooperation and fair play.

Syllabus:

Instruction should include:

1. Basic training.

   a. Warming-up programmes consisting of simple exercises characterized by a total effect on the principal joints and muscle groups of the body.

   b. Fitness training, training of muscle strength and endurance, and developing and maintaining the natural mobility of the joints.

2. Work technique.

   The basic principles of correct working postures, sitting and standing, as well as lifting, carrying, pulling, and pushing techniques.

3. Sports and games.

   Emphasis should be placed on both various individual and team sports activities which the students may pursue after leaving school. Some examples of sports and games: General athletics, badminton, basketball, soccer, handball, volleyball, apparatus gymnastics, rhythmic gymnastics, orienteering, swimming, and winter sport.

In the upper secondary school, the first year is an instruction stage, and in the second and third years the pupils can choose between a wide range of sports disciplines.

Co-educational groups in Physical Education and Sports.

In the 1st and 2nd forms, boys and girls generally have physical education lessons together, and some schools continue these co-educational lessons throughout schooling. Other schools separate

boys and girls in the 3rd to 7th forms (the instruction stage), but in the 8th to 10th forms boys and girls will often choose the same discipline and participate in co-educational groups.

In the programme for physical education and sports, there is no difference between the activities for boys and girls, nor any discipline particularly aimed at boys or girls. A teacher can teach boys as well as girls at different levels based on the same programme, but there must always be a male/female teacher to look after the boys/girls while they change and shower.

THE TRAINING OF PHYSICAL EDUCATION TEACHERS.

Teacher Training for the Folkeskole (1st - 9th or 10th forms).

(Extract taken from the publication 'Sport in Denmark', published by 'Det Danske Selskab'. The chapter is written by Ivar Berg-Sørensen, M.Sc., Superintendent at the Danish State Institute of Physical Education).

According to the Act and a 1975 Government Notice, the training of primary and lower secondary school teachers comprises both technical and pedagogic education and takes 3 1/2 to 4 years.

The first two years are a basic training in the traditional subjects: Danish, arithmetic, etc., and practical subjects like music, creative art, needlework and physical education. The student has to take three subjects which means that nearly all of them choose physical education in their basic training. After this period of 140 physical education lessons, the students take a theoretical and a practical examination. A satisfactory pass allows them to teach the first four classes of primary school.

In the second year of study at teacher training college, students have to specialize in two subjects, one of which may be physical

education. This means a further 364 physical education lessons, ending in an examination, and enabling the teacher to teach at all primary school levels.

Both training courses are given at almost all the 29 teacher training colleges in Denmark and cover the needs of teaching primary school physical education.

Should a teacher want further training, similar one-year courses are available at both the Danish State Institute of Physical Education in Copenhagen, and at the Institute of Physical Education at the University of Odense.

Primary school physical education teacher training comprises: the theory of anatomy, physiology, kinesiology, sociology and psychology adapted to sport, and practical subjects like eurhythmics, apparatus work, games: soccer, badminton, basket-,volley- and handball, athletics, swimming. The students also have teaching practice in physical education under the supervision of experienced teachers at a primary school.

Training of Physical Education Teachers for Upper Secondary Schools.

Secondary school physical education teachers are trained at the Universities of Copenhagen and of Odense . The secondary school teachers normally have two subjects, and physical education can be combined with any theory subject, like a language, biology, physics, etc. One of the chosen subjects will be the major and the other the minor subject, and physical education is eligible as either. As a major subject it takes four years and as a minor two years, the difference being the amount of theory required. Both as a major and minor, physical education comprises a two-year course at either The Danish State Institute of Physical Education or the Institute of Physical Education at Odense University.

In Copenhagen, biology theory is studied at the university and behaviour theory and practical subjects at the Institute, while in Odense all subjects are studied at the university. The theory and

practical subjects are the same as in the one-year courses, but are covered in greater depth. There are about 22 practical and 8 theory lessons a week. The is no entrance examination but students are required to have passed at least part I in their other subject before they can start the two-years course. The final examination is in three biology subjects: anatomy, physiology and special theory - the physiology of exercise; and students are marked on level and standard in the practicals and behaviour theory.

After finishing their university studies in both subjects, the students must take a half-year in teaching practice at a secondary school under the supervison of an experienced teacher. Only then are they qualified for professional employment.

Advantages of the Danish System both for Primary and Secondary Schools.

The great educational advantages of the Danish system are easy to see. It is essential at a school that at least some teachers take ordinary subjects as well as physical education, to get to know their pupils from all sides. In this way physical education as a subject is more easily assimilated in the school curriculum and its educational potential better exploited. In this context it is important that physical education teachers regard themselves first and formost as teachers and not just as instructors in a special subject divorced from the rest of the curriculum.

For the teachers themselves, it is a great advantage to spread their work over a number of subjects. Young teachers may have the energy to teach physical education for many hours a day in the early years, but in the long run it would be both monotonous and exacting to teach nothing but this subject. On the other hand, switching from physical education to studying books and back again is refreshing. Then as teachers grow older it is important both for them and the school that they can withdraw from physical education and concentrate on class teaching which makes fewer demands on the physique.

However, the system must be admitted to have its drawbacks, particularly in the limited length of training. Physical education makes special demands on the teacher in method and teaching tecnique and thorough training therefore must take a long time. But teachers studying more than one subject have to limit the time devoted to each and this is why the training of physical education teachers in Denmark is not as comprehensive in many respects as the training in countries which have retained the system of special instructors. But the Danish system contains such valuable educational features that very few people here would want it changed.

Many supplementary courses for physical education teachers ensure they keep up to date. These are arranged by the Directorates for Primary and Secondary Schools, The Royal Danish School of Educational Studies (Danmarks Lærerhøjskole), the Danish State Institute of Physical Education, the Danish Physical Educators' Association (Dansk Idrætslærerforening), the County Committees for School Sports (Amtsudvalgene) and the County Centres for Educational Materials (Amtscentralerne). This is one of the most effective ways of introducing new sports and new methods to physical education teachers.

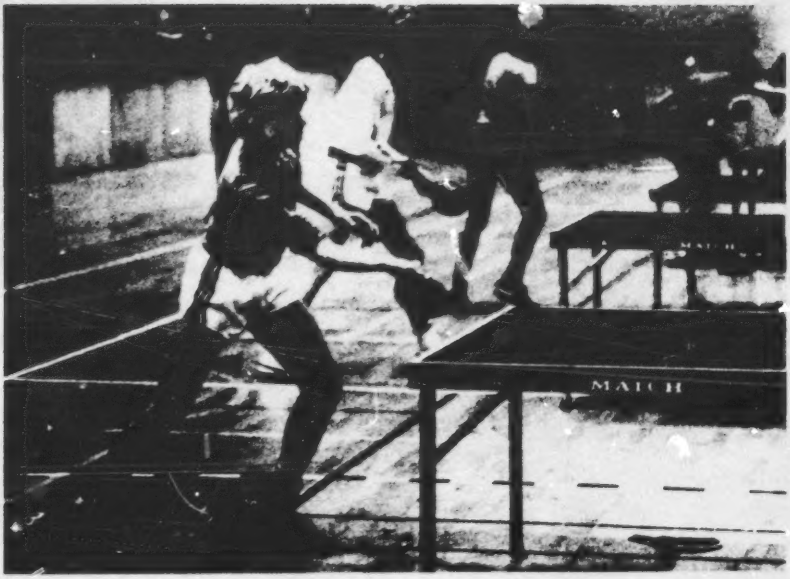
At present there is a shortage of well-trained physical education teachers in the Danish schools but a surplus is feared for the secondary schools in a few years.

The Folkeskole (primary and lower secondary education).

Training	Duration	Teaching competence	Requirements
Basic training (part of the teacher training course)	140 hours	first 4 forms (6-10 years)	passed university entrance exam. (upper secondary school exam.)or higher preparatory exam.(HF)
Special subject instruction (part of the teacher training course)	364 hours	1st-10th forms	passed basic training
Teaching of swimming	105 hours	1st-10th forms	passed basic training
Post graduate course(s) (Danish State Institute of Physical Education or the University of Odense)	1 year	1st-10th forms Teacher Training Colleges	passed teacher training exam.

The Gymnasium (upper secondary education)

2 subjects at university level (Danish MA-degree)	6-8 years	1 - 3 G. (upper secondary schools)	passed university entrance exam.(upper secondary school exam.) or higher preparatory exam. (HF).



Facilities

All schools must have a gymnasium or a sports hall (equipped for gymnastics as well as ballgames) or the use of them. In most towns there are swimming pools available for schools in the vicinity. There are sportsfields for games and athletics for all schools, except for a few old schools in the center of towns, where there may only be a playing field.

Some of the schools which only have gymnasia may use a sports hall in the vicinity for ballgames. The old schools in the center of the towns may use the municipal sports ground if it is not located too far away.

The school facilities are available to the whole community outside school hours, (e.g. for the use of sports clubs or for leisure-time instruction for adults (evening schools).

The Directorate for Building under the Ministry of Education has laid down guidelines for facilities required for physical education and sports in schools, which the local authorities can use when they build new schools or have to rebuild old ones.

Organisation of School Sports

At some schools in Denmark there are optional free programmes of physical education and sports.

Such an optional programme may include:

- sports afternoons
- leisure-time teaching for pupils under Section 3(3) of the Act on the Folkeskole
- training for competitions
- championships among schools in the same municipality, county or region
- school sports meetings. (Most municipalities give a day off for sports activities, which are open for all children in the schools in the district).

Denmark has an organization dealing with school sports - The Danish School Sports Organisation (Landsudvalget for Skoleidræt, LfS). It was founded in 1946 and its aim is "to support and promote compulsory and optional physical education at school". Concentrating particularly on primary and lower secondary schools sports, the organisation comprises 14 county commitees constituted by 276 municipal school sports commitees. It arranges sports meetings and in-service teacher training, issues sports badges and certificates, publishes sports literature and the publication "Idræt i skolen" (Physical Education and Sports in Schools) 6 times a year.

The Danish School Sports Organisation (LfS) is a member of the International School Sports Federation (ISF).

Any school in Denmark wishing to take part in the activities arranged by the Danish School Sports Organisation (LfS) may do so. The activities are open for all pupils in the age bracket for whom the offer is made, irrespective of their skills.

There are nation-wide competitions in the major sports, such as athletics, basket- and volleyball, football and handball, gymnastics (apparatus work), orienteering and badminton. The first competitions are between schools of the various municipalities. The winners meet

in county competitions, and the winning school teams meet in the finals, according to sport and age group.

In some municipalities and counties days of activity are arranged where all the pupils in a class may participate (Sports for all). Winter activities, Summer activities, outdoor and indoor activities.

Physical Education Advisers

Physical Education in primary and secondary schools is supervised by government-appointed advisers, a male and a female adviser for each school category. The primary school advisers are assisted to some extent by locally appointed school advisers in Physical Education (Skolekonsulenter i idræt). The task of the four advisers include: advising teachers in their daily work, giving opinions on construction plans for school sports facilities, arranging in-service teacher training courses, and on the whole assisting the Ministry of Education in everything to do with teaching Physical Education.

At upper secondary schools one of the tasks of the advisers is also to aporove building plans for school sports facilities.

Translation from Danish of Guidelines of February 5, 1976 promulgated by the Ministry of Education and pertaining to the Physical Education syllabus for the Folkeskole (primary and lower secondary school).

Physical Education (Folkeskole) Syllabus Guidelines

(Danish title: Vejledende forslag til læseplan for faget idræt i folkeskolen.)

(To all county councils, municipal boards, school commissions, joint teachers' councils, school boards and teachers' councils).

Aim of instruction

(Ministry of Education Aims (Folkeskole subjects) Regulations, September 24, 1975, Regulation 3.)

"The aim of instruction is to motivate pupils for physical activity and to promote their physical, mental and social development."

Content of instruction

1st - 2nd form
(Play stage)

It is important that instruction in each lesson be varied and have the character of play and that pupils acquire the physical condition, muscular strength and neuromuscular correlation appropriate to their stage of development.

Instruction should comprise:

Athletics. This includes running, jumping and throwing. Examples of running: playing tag, sprinting, running at alternating speeds, distance running, steeplechasing and cross-country running.

Examples of jumping: jumping from a height, jumping over obstacles with and without a stick, long jumping over a "ditch" and various hopping games.

Examples of throwing: aiming, vertical and horizontal/distance throwing.

Ball games. These include training in throwing, catching, bounce-passing, hitting, kicking, striking and dribbling.

Simple and modified team games such as variations of dodgeball, catchball, kickball, line soccer and "ball over a rope" may be gradually introduced.

Towards the end of this stage, simplified forms of basketball and volleyball may be included as well as rounders and a modified form of M-ball (a Danish game similiar to baseball).

Expressive activities. These include rhythmics, creative dance, pretending games and dance-drama.

Rhythmics. Pupils should be taught to follow simple rhythms, improvise movements to set rhythms and move to rhymes and jingles.
Creative dance may be based on simple themes of movement: large - small, fast - slow, bend - stretch or may be freely improvised.

Pretending games and dance-drama can be linked to situations from the pupils' everyday life or to themes from nature: a walk in the woods, a storm, snowflakes.

Gymnastics. This includes non-apparatus work and work with the various kinds of apparatus.
Work with the apparatus should comprise the elements of flexibility, jumping/vaulting and climbing, eg. forward and backward rolls, handstands, cartwheels, vaulting onto and over the apparatus, swinging on one or two ropes, climbing the ropes, swallow's nest, balancing and travelling along the beam.

When the opportunity occurs, instruction should be given in landing and falling techniques and, from the start, pupils should be trained in lifting, carrying, pulling and pushing in the correct manner.

3rd - 7th form.
(Instruction stage)

Each lesson must include some basic training. Apart from this, the following should be included in instruction: athletics, ball games, expressive activities, gymnastics, orienteering and swimming.

In connection with these activities, pupils should be introduced to kinetics, working techniques, training routines and physiology and hygiene.

Athletics. This includes running, jumping/vaulting and throwing.
The introduction to the various activities should be adapted to the pupils' stage of development.
Examples of running: sprinting, distance running, relay racing and hurdling.
Examples of jumping: high jump, long jump, triple jump and pole vault.
Examples of throwing: ball throwing, slinging, putting the shot and javelin throwing.

Ball games. It is important that pupils become familiar with the rules of the various games and learn to respect them. Adequate instruction in tactics and techniques should also be included, possibly in the form of modified team games.

Examples of ball games: basketball, volleyball, handball, football and - in the lower forms - M-ball and softball.

"Individual" sports such as badminton, table tennis and tennis may be taught, if desired.

Expressive activities. These include rhythmics, creative dance, folk dancing and dance-drama.

Rhythmics. Pupils should be taught to recognize and follow rhythms, compose rhythms and be able to create a sequence of movements to self-composed rhythms. Percussion instruments should be used.

Creative dance. Pupils should be taught to express harmony between movement, music and rhythm. Instruction should include work with the basic locomotor movements experienced in gymnastics and with the simple principles of composition, such as contrast, repetition, question and answer, canon, mirror .....

Dance-drama. The pretending games and dramatization of themes introduced in the 1st and 2nd forms should be extended. Pupils should work with simple movement themes - first singly where all have the same problem to solve, then with a partner and gradually progress to the dramatization of more complicated sequences of action involving a variety of problems to be solved in groups. Topics and points of interest can be drawn from any part of the school curriculum.

Gymnastics. This includes rhythmic gymnastics, jumping/vaulting, climbing and tumbling. Instruction should be given in the various forms of rhythmic gymnastics with or without apparatus. The exercises prescribed for the Folkeskole gymnastic badges (bronze, silver and possibly gold) make up a suitable content for apparatus work instruction. Instruction should also be given in falling and landing techniques.

Orienteering. Pupils should learn to read a map as the basis for their cross-country activities. In the lower forms, instruction may be linked with geography lessons. As soon as the basic skills have been learnt, instruction can take place on excursions or school camps, if no suitable terrain is to be found in the immediate vicinity of the school.

Swimming. Presuming that appropriate facilities are available, various kinds of swimming may be taught (breaststroke, backstroke, crawl, backcrawl, butterfly), lifesaving (including resuscitation), duck-diving and diving.

8th - 10th form
(Specialization stage)
Instruction in the same fields and disciplines as in previous years should be given but other kinds of games and sports that provide physical exercise may be included.

At this level, instruction should, where possible, give the individual pupil an opportunity to become proficient in one or more games or sports of his/her own choice.

However, all-round basic training should normally be carried out in each lesson and, where ball games are concerned, particular emphasis should be laid on training in skills, tactics and techniques.

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In all forms (with the possible exception of the 1st form) pupils are required to change before Physical Education lessons and to shower afterwards.

Danish Ministry of Education, Directorate for Primary and Lower Secondary Education, Youth and Adult Education, Teacher Training, etc., February 5, 1976.

Asger Baunsbak-Jensen

/Per Iversen

J.nr. 8-91-32-5/82

The Kingdom of Denmark

Population and area

Denmark proper 5,1 mill.
43,100 km² – 16,640 sq.m.
Greenland 50,000
2,175,600 km² – 840,000 sq.m.
The Faroe Islands 49,999
1,400 km² – 540 sq.m.

UNDERVISNINGSMINISTERIET
KOPICENTRALEN
KØBENHAVN

Overall State and municipal budgets for fiscal 1981

Current expenditure	Dkr. 1,000 Million	%
Services	132.4	61
Central administration	8.4	3
Health services	22.6	10
Social welfare	24.7	11
Education and research	26.4	12
Transport, communications	14.5	7
Police and courts	4.0	2
Defence	8.3	4
Greenland and Faroes	4.1	2
Other	19.4	9
Income transfers	84.3	39
Pensions and services	27.7	13
Unemployment benefits	13.1	6
Other income transfers	38.8	18
Transfers abroad	4.7	2
Total expenditure	216.7	100
Current income		
Income taxation	97.5	46
Value-added tax	41.1	20
Other taxes	36.0	17
Property taxes	9.1	4
Other income	27.7	13
Total income	211.4	100

1981 price and wage level
Source: Budget, January 1981
Ministry of Finance

This information booklet has been prepared by the Danish Ministry of Education.

The Ministry issues a number of short publications on educational matters in languages other than Danish.

A list of these publications and the publications themselves are available on request from the Ministry of Education
International Relations Division
Frederiksholms Kanal 25 D
DK-1220 Copenhagen K.